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ABSTRACT

With the support of the Association of Canadian Community Colleges and the Canadian International Development Agency, a one-day workshop was held in April 1989. The workshop explored techniques by which individuals who have had overseas professional development experiences may enhance their institution's and their community's understanding of international issues. Following introductory information on the workshop, these proceedings present Garth Jackson's keynote address, "Development Education Issues," which focuses on Canada's role in worldwide economics and key concerns for the world such as equality, the environment, poverty, and peace. Next, a list developed by workshop participants of the personal, professional, institutional, and community benefits that result from overseas experiences is presented. Following a brief summary of Dr. M. Karen O'Kain's presentation on the concept of culture shock and the parallel phenomenon of re-entry shock, the proceedings describes a role-play exercise designed to allow participants to experience a sample of feelings related to an employee coming back home. The final phase of the workshop provided an opportunity to identify activities or techniques for maximizing the value of an international experience. A form, "Preparing for Re-entry," provided a structure for discussion and emphasized the importance of setting personal, professional, institutional, and community-related goals for the overseas experience, even before leaving. Appendixes to the proceedings contain the following: (1) a chart and outline illustrating the cycle of culture/re-entry shock; (2) "Re-entry and Effective Readjustment: Personal Reflections"; (3) instructions and roles for the role-play exercise; (4) the "Preparing for Re-entry" form; and (5) an 18-item annotated bibliography. (WJT)

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COMING BACK HOME:

Making The Most of International Experiences

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COMING BACK HOME:

Making The Most of International Experiences

Proceedings of Workshop
With a Selected Annotated Bibliography

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George Brown College
Toronto, Ontario

August, 1989

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Preface

The Association of Canadian Community Colleges (ACCC) through the Small Project Grants program provides support from the Canadian International Development Agency (CIDA) Public Participation Program to assist Canadian colleges to mount programs which will develop and enhance awareness and understanding of Third World issues and increase support for international development.

For several years the ACCC International Services Department has managed projects which allow Canadian college staff to participate directly in development in Third World Countries. This workshop is founded on the hypothesis that returning cooperants have a valuable input into the understanding of international issues. It is further believed that this valuable input is often lost. The workshop was designed to explore techniques by which individuals who have had overseas development experiences may enhance their institution's and their community's understanding of development issues.

Colleges are found right across the provinces and territories of Canada. The cost of traveling across the country often prohibits people from the far reaches of Canada to attend conferences in central Canada. Therefore, in addition to the actual workshop, the proposal included the preparation of proceedings which will be circulated to all colleges in Canada in order that the ideas which came out in the workshop discussions may be shared across the land.

Workshops bring forth valuable ideas only because of the input of the participants and the resource people. Recognition must be given to all the resource people who contributed to the workshop: Mr. Jean Brabant, Director, International Services, ACCC; Ms Sally Layton, Acting Vice-President, Administration, George Brown College, (GBC); Mr. Garth Jackson, Vice-President, Academic, GBC, Toronto, Ontario; Dr. Karen O'Kain, Senior Policy Advisor, International Activities Unit, Ontario Ministry of Colleges and Universities (MCU); Mr. Kieron Sweeney, Policy Analyst, International Activities Unit, Ontario MCU; Mr. and Mrs. G. Boire (Mr. Boire was the former Business Executive-in-Residence, GBC and former cooperant on the ACCC College of Arts, Science and Technology (CAST) Entrepreneurial Education Project, Jamaica; Mr. L. Clive, Co-ordinator, Sir Sandford Fleming College, Peterborough, Ontario and former cooperant ACCC CAST Entrepreneurial Education Project, Jamaica; Mr. C. de Gagne, former Chairperson, Cambrian College, Sudbury, Ontario and cooperant, ACCC CAST Entrepreneurial Education Project, Jamaica; Mrs. V. Mitchell, acting Co-ordinator, Part-time Business Studies, GBC and former cooperant ACCC CAST Entrepreneurial Education Project, Jamaica; Mr. and Mrs. R. Welsman, Teaching Master, Georgian College, Barrie, Ontario and former cooperant ACCC Institutional Development Project, CAST, Jamaica.

Particular recognition is due Dr. M. Karen O'Kain who designed the workshop and workshop materials, who presented a portion of the workshop assisted with the annotated bibliographiesand contributed to the editing of the Proceedings document. Recognition is due to the editorial staff of Ms. Barbara McQuarrie, secretary, International Centre, GBC; Wayne Herd, Educational Resources GBC and Mr. Bill George, Manager, International Programs, International Centre, George Brown College.

Finally the interest and support of Ms. Orysia Krucko, Member Services Officer, Seminars and Development, ACCC, demands special mention.

COMING BACK HOME:
Making the Most of International Experiences.

Proceedings of the Workshop

Introduction

The majority of Canadians believe that Canada should be involved in international development. Following a recent parliamentary review and a subsequent policy statement, The Canadian International Development Agency (CIDA) prepared an action plan document, **Sharing Our Future**. This document underlines the need for all Canadians to be more involved in their country's international development efforts.

An international development experience is a unique opportunity to gain an appreciation of development issues. This opportunity is limited to a few people who are selected for an overseas development experience. To maximize the input from these actual experiences a wide variety of techniques must be used. With the backdrop of development education issues, this workshop was designed to identify techniques by which international experiences may be disseminated to a greater number of people, institutions and communities. The importance of enlisting the interest and support of all Canadians was emphasized in the recent federal budget in which millions of development support dollars were eliminated.

Keynote Address

Development Education Issues
Mr. Garth Jackson, Vice-President, Academic
George Brown College,
Toronto, Ontario

Mr. Jackson introduced the topic by asking why colleges are in international education. Canadian colleges are becoming involved in international education but many of them are not clear about the reason for their involvement. There are many objectives for this type of programming. The speaker illustrated this point by identifying his reason for spending some time in Costa Rica on a development project. His reason was a desire for a new personal experience.

An examination of the world economic scene is enlightening. The 1980's mark the emergence of Japan as the predominant world economic power. Japan and The United States account for 40 per cent of the world's Gross National Product. The largest banks, insurance companies and brokerage houses are all Japanese. The phenomenal growth of Japan as a world economic power is even more amazing when you consider the fact that Japan has virtually no energy and no natural resources. Nor is Japan's power reinforced by a military presence. Japan is now the largest exporter of capital and commodities: The United States is the largest importer of capital. Japan sets the world price not only for commodities but because of its dominance in the world market place, for natural resources. The fact that energy and natural resources are imported has also forced Japan to develop valuable conserving techniques in manufacturing.

Latin America is a significant element in the world economic scene as well. Millions live in poverty. It is said that by 2020 there will be a need to create a billion jobs to maintain current economic levels. The population pressure is raising a potential crisis related to the destruction of the Brazilian rain forests. Twenty-six percent of the North American water supply is stored in these forests. The implications for the North American life style are clear.

These two areas represent a vivid contrast of culture - vibrant and sober, excited and serious etc.. This dichotomy emphasizes the importance of understanding cultures and developing an appropriate and flexible relating style suitable for each specific culture.

And where is Canada in this economic picture? Canada may be described as regional and isolated. We are a balkanized country of five distinct regions. We are isolated, physically and in many other ways, except for our economic and cultural dependence on The United States. We are a country of exporters of natural resources. With the predominance of Japan as the user of natural resources we are very much subject to their whims. Our former agricultural customers are now becoming our agricultural competitors.

Clearly, we in North America are observing a shift in world balances. In Canada, we must adapt to the global scene where wealth and labour are concentrated in the Pacific Rim. The present reality also emphasizes the internationalization of manufacturing and the necessity of flexibility and adaptability in order to survive in the global market.

Times will be tough. Canada must find and develop ways to participate in this new international economy. Our prosperity depends to a large extent on our ability to engage appropriately in this market. The way we develop and use our human resources is critical to our survival. We must learn about other cultures in order to relate successfully with them. This is best achieved through international experience. We must internationalize our skills, our technology and our marketing. We must pull down the walls between the countries and seize these new opportunities.

Mr. Jackson identified some key world concerns: equality, environment, poverty and peace. International experience is an important part of addressing these concerns. The speaker illustrated this point by describing his children's experience during an election in Costa Rica. The children actually participated in a children's election, a replica of the actual election process. This educational experience illustrated the democratic process more vividly than any Canadian experience that they have had.

The development of a new world view is an imperative for our survival. We can do this through interaction with people from around the world in Canada and through international experiences. Simultaneously we must emphasize this world view by internationalizing the college curricula. Social, political and economic issues must be considered from a world perspective.

The process of returning home from international experiences is important in achieving the benefits of this experience and helping us to attain this essential world view. The reality of returning home often does not help at all. We have to engage ourselves again in the home scene. Often there is not a clear place for us in the organization and not many people are interested in our experiences. We miss some of the joys of the culture from which we have returned. We are no longer the recipient of the grace and courtesy which is so much a part of our sojourn in another country. Many techniques may be used to enhance the usefulness of international experiences. Specific planning for return is essential for maximizing the values. The Latin American experience of the

speaker was used to illustrate the benefits of a social milieu, of sharing experiences. Returnees have an obligation to seek out aggressively the opportunity to inform people of their experiences and use their new knowledge and skills in ways that will benefit the college and the community.

The world is different from what it was when many of us grew up and started our careers. The reality is that the world is changing and institutions must change to survive.

Expression of Appreciation

The chairperson, in her expression of appreciation to the speaker, reiterated the speaker's interpretation of development education issues. There are many issues subsumed in discussions on development but the colleges face an imperative to internationalize in order to participate in the new world economic reality.

The Workshop:

Coming Back Home
Techniques for Maximizing the Value of International Experience

Dr. M. Karen O'Kain, Senior Policy Advisor, International Activities Unit, MCU
Mr. Kieron Sweeney, Policy Analyst, International Activities Unit, MCU

To initiate the workshop component of the day, Mr. Sweeney asked the participants **to identify values of overseas experiences;** personally, professionally, and to the institution as well as the community. He noted that each culture and country provides different experiences yet there are parallels and common values which prevail through every international experience.

The values identified by the participants were:

Personal

1. increase one's political awareness.
2. recognize that western ways are not always the best way.
3. increase one's understanding of self.
4. increase one's appreciation for his/her own country.
5. increase sensitivity to different cultures and their values.
6. increase one's understanding of communication styles and the ability to adopt the appropriate style for the situation and the message.
7. enable one to observe different roles of men and women and to increase one's understanding of these gender issues.
8. increase one's appreciation for the multicultural aspects of Canadian life.
9. increase one's understanding of what it feels like to be a minority.

Professional:

1. provides an opportunity to recognize the global picture of the profession.
2. increases the awareness that Canadian community college teachers are held in esteem world wide.
3. provides an opportunity for world-wide professional contacts.
4. sensitizes the professional to the importance of remaining up-to-date by observing the eagerness of teachers in the Third World to learn new techniques and find out where the profession is.
5. assists in the understanding of the essential elements versus the culture-specific applications of a discipline or professional practice and, therefore, aids in the development of curricula.
6. forces the examination and subsequent selection of appropriate teaching strategies for the particular culture and learning/teaching style.
7. enables one to teach more effectively in the Canadian multicultural environment.
8. expands an idea about an aspect of the curriculum which may be applied back home.
9. provides international illustrations of concepts of one's own discipline.

Institutional Benefits:

1. provides a core of experienced staff who may provide leadership in internationalizing the curriculum in preparation for the new global economic reality.
2. emphasizes the importance of maintaining a political support system for the college system.
3. provides an opportunity for faculty revitalization
4. may provide an opportunity for all staff to share vicariously in international experiences.
5. assists in addressing the challenge of providing appropriate education in a multicultural environment.
6. assists in developing a sense of daring to get things done.

Community Benefits:

1. provides an opportunity to increase the community's sensitivity to cross-cultural differences.
2. provides an opportunity to assist the community to increase its understanding of cultural and religious differences around the world; this influences the members of the community to interact more effectively with people from other cultures.
3. provides an opportunity for community groups interested in international development to establish networks and influence directions and support for development assistance.
4. increases the appreciation of the extent of poverty in Third World countries with immediate and long-term effects
5. increases the community's understanding of environmental and women's issues.
6. provides an opportunity for more Canadians to appreciate the value of Canada's aid policies both to Canada and the recipient countries.

Following this introductory discussion, Dr. O'Kain provided a brief review of **the concept of culture shock** and the parallel phenomenon of **re-entry shock.** This provided a base for understanding the returning process in order that techniques for maximizing an international experience may be most effective.

In the early 1950's the concept of "culture shock" was identified, described and given a fancy title.

It is not a new human experience but it is seen more commonly as we move rapidly around the world and find ourselves living and working in very different cultures. It is basically a set of emotional reactions involving tension and anxieties resulting from a wide exposure to the unknown. Culture shock may also be described as the accumulated stresses and strains which stem from being forced to meet one's everyday needs in unfamiliar ways. The resultant emotional reaction, varying from the disconcerting to disorganization, was identified and described first in people who are overseas on an assignment. It is now recognized in people returning to their own country from an overseas assignment. This latter phenomenon may be labeled as "re-entry shock". Just as with the "culture shock" cycle, it is hypothesized that there is a W-shaped emotional cycle ranging from euphoria to depression. There are activities which will reduce the impact of culture and re-entry shocks. There are also useful tools to minimize the discomforts. Appendix, p. 21, includes handouts which provide information about culture and re-entry shock.

With this background of information the group moved into a role play. The purpose of the role play (see appendix, p. 12, for the role play) was to allow the participants **to experience a sample of feelings** related to an employee coming back home. Through the role play of a staff meeting, the workshop participants identified reactions to the returnee from the perspective of front-line management, a chairperson, the faculty and the returnee her/himself.

The role play did indeed bring out a number of feelings. The discussions around this experience revealed an increased understanding of people's reaction to a returnee and the feelings of the returnee. Although the international experience is a highlight for the individual who has been overseas, the returnee must remember, in the scheme of things, this is only a minor incident in the college community life. The expectation of change is an important mind set. It is easy to trick oneself into the belief that the world froze at the time of departure and only begins to move on return. Preparation for change and an efficient method for communicating change will be of great assistance in the reintegration process. In one role play situation, the returnee reported concern about the pettiness of meeting discussions in light of the great issues of life and death in developing countries.

The impact of a returning faculty member may have positive or negative impacts on the other faculty. The returnee may be seen as a great resource. On the other hand, negative feelings may do much to destroy efforts at promoting multi-culturalism and internationalism by ignoring, devaluing or attacking the returnee's newly acquired knowledge and skills.

The critical element to effective and useful integration is dependent upon vigorous institutional support. The chairperson is a critical catalyst to management's success in utilizing effectively the returnee's experiences and in minimizing re-entry stresses . A clear mission statement, addressing the Canadian institution's position on international education, will provide direction in this area. This statement will endorse the college's activities in international education and its value in the professional development of its college staff. With this belief stated in the college's guiding documents, many useful multiplier effects will occur. To operationalize this statement of belief, the College and its staff should prepare for the person going overseas, keep a communication link with the person during the overseas placement and plan for the use of the person's experiences on return. The chairperson is a crucial person in this activity. To further provide the necessary support a mentoring system can be effective.

To summarize this portion of the workshop Dr. O'Kain prepared a "thought piece", see appendix, p.11

To maximize the values of an overseas international experience, an understanding of factors which affect the utilization is important. Through role play, the workshop leader provided the participants with an opportunity to explore a variety of feelings. The concept of "re-entry shock" provides a construct through which feelings are further explored. A concept which is widely used in examining people management, Herzberg's Theory, provides a further understanding.

Herzberg states that there are two major classifications which affect work satisfaction. Satisfiers or factors which motivate workers are an opportunity to achieve in one's work, recognition, interesting work, responsibility, an opportunity for advancement and growth. Dissatisfiers in a work setting are company policy and administration, supervision, working conditions, interpersonal relations, salary, status, job security and personal life. Herzberg has demonstrated that an absence of dissatisfiers does not make a job satisfying. Only when satisfiers are present will the person be satisfied. It is clear that an overseas experience provides a great opportunity for an employer to build satisfiers into a work setting.

The final phase of the workshop provided an opportunity to identify **activities or techniques by which the value of overseas experiences may be maximized.** These activities were identified through group discussions and from other interactions with people who have been overseas. The groups had access to people who have had overseas assignments. To date, the values of these overseas experiences have only flowed into Canadian society largely by the individual efforts of the returnees, some College international department workers and a small number of College administrators. The value is reaped only by chance.

A form, Preparing for Re-entry, Appendix, p. 22, provided a structure for discussion. Goal setting is important for any endeavour, to provide direction for activities and a basis for process evaluation and improvement. The participants all agreed that the general goal for an effective and efficient re-entry is to maximize the benefits of an overseas experience to the individual, his/her profession, the institution and to the community. Many specific goals are enunciated in the values section of the proceedings. This list does not purport to be complete but it will provide a stimulus for consideration. Naturally, the milieu in which the college operates will determine what, from the list, is appropriate.

The current by-chance approach will not provide a maximum benefit to the individual, to the individual's profession, to the institution or to the broader communities. To achieve a greater impact from overseas experience, goals must be clearly identified, activities planned and supported. The person going overseas has a responsibility in this process. However, to be truly effective, project management must include the establishment of returning goals and support for activities implied by these goals. The most critical factor in this endeavour, is the active planning and support of the institution and its management team.

As soon as a person is selected for an overseas assignment planning for return should commence. The necessity of including this in the orientation procedure was clear from discussions. Canadian educational institutions must address this issue when they move into international education and institutionalize the re-entry planning process. Individual and institutional goals established before an overseas assignment will give direction to this experience. Potential plans to achieve these goals will focus reflection during the experience.

While overseas, many things will occur which will affect the re-entry goals and the proposed methods of achieving them. Communication between the institution, the individual department and the person who is overseas will provide data by which the re-entry plan may be adjusted. The workshop participants reported a few instances when this type of communication occurred. In one college the International Centre wrote a personal note and sent the internal college newsletter to all people who were overseas. One cooperant reported that regular letters from the Dean and some of her colleagues were highly valued.

Career planning was another issue which was raised. An overseas assignment may cut people off from a career opportunity. Relevant postings for jobs are not communicated to people on overseas secondments. One person, through the international office, did receive a relevant posting which allowed that person to apply for the job and subsequently win the competition.

Change is a normal phenomenon of an overseas experience. To recognize this and benefit from it is a source of institutional and professional enhancement. The assignment of new responsibilities, which relate to the changes resulting from an overseas experience, was suggested by the participants. One resource person stated that she was placed in a new position which allowed her to use her newly developed skills.

On return it is suggested that time be devoted to orienting the returnee to institutional and departmental changes and to finalize the specific goals and activities of the re-entry plan. Institutional support is critical to the effective and efficient re-entry. Through reflection and proactive interventions the normal emotional reactions of the returnee and all with whom s/he interacts are more likely to be positive. The line manager has the ultimate responsibility in this area; however, mentoring systems are complementary strategies which have been found to be effective. The literature emphasizes that a returnee needs time on returning home to minimize the affects of "re-entry shock".

Communication is the main vehicle for maximizing the value of an international experience. These techniques are relevant in the personal, professional, institutional and community sectors. Interactive modes are more effective in influencing attitudes. Written or one-way communication is effective in transferring information. Some ideas which the participants suggested were: an article or news item for the professional journal, the college news letter, the local paper etc.; a brief report at a departmental meeting; an illustrated lecture to colleagues in the college, in a professional group, and to various community groups such as service clubs or churches. One person cautioned against the use of too many "tourist" pictures because this could reinforce a commonly held view that an overseas assignment was just one long vacation. Within the college, people who have been overseas may contribute greatly as guest lecturers.

The keynote speaker emphasized the need to internationalize the curricula. The workshop participants saw the value of using people with international experience to participate in curriculum revision and development. First-hand international experience would come to bear on curriculum planning and the preparation of lesson materials.

Personal and institutional support, coupled with good planning, will provide a structure for a successful and beneficial return.

Conclusion

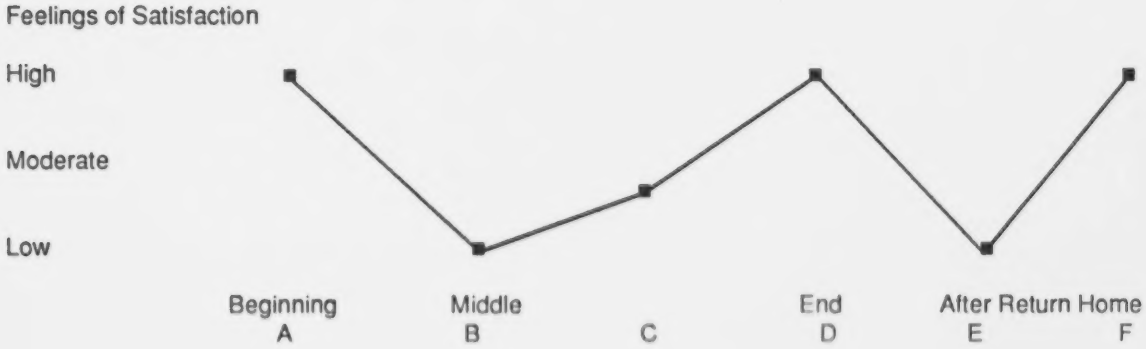
Through the support of the Association of Canadian Community Colleges and with the financial support of CIDA, a one-day workshop, **Coming Back Home: Making the Most of International Experiences**, was held in April, 1989. The workshop explored techniques by which individuals who have had overseas development experiences may enhance their institution's and their community's understanding of development issues. A number of theoretical constructs provide a broader understanding of this phenomenon. At the present time, a number of techniques are being used to maximize the values of international experiences. The appendix, page 21, includes a list of activities which were identified as possible ways of maximizing the value of an international experience. A very important value of international experiences is enhancing the understanding and appreciation of development issues by all Canadians. The discussions concluded that, through a more structured approach to goal setting, planning and support, much more could be achieved.

APPENDIX

THE CULTURE/RE-ENTRY SHOCK CYCLE

"Culture shock ..... refers to the accumulated stresses and strains which stem from being forced to meet one's everyday needs (e.g. food, cleanliness, companionship) in unfamiliar ways. Individuals can strive to find a supportive niche and can prepare themselves so that the negative effects ..... are minimized. They can look upon culture shock as a positive experience which motivates them to learn about the other culture, and to learn about their own culture by comparing it with the one to which they are adjusting."

Adjustment over time: the W-shaped hypothesis



Gullahorn, J. and Gullahorn, J. "An Extension of the U-Curve Hypothesis," Social Issues, 1963, Vol XIX (3), pp. 33-47.

Phases of Culture/Re-entry Shock

A. Honeymoon phase-period of euphoria, interest, excitement
B. Hostility phase-period of dissatisfaction/frustration
    1. Excessive pre-occupation with cleanliness
    2. Great concern over minor pains
    3. Excessive anger over delays
    4. Fixed idea that people are taking advantage of you
    5. Reluctance to adapt to the culture
    6. Strong desire to associate with people of one's home country and on return with people of the host country, feelings of loneliness
    7. Decline in inventiveness, flexibility
C. Humour phase
    1. Begin to laugh at own mistakes
    2. Accept challenges with lightheartedness
D. At-home phase - comfortable and able to meet day-to-day problems with effectiveness and efficiency, anticipation of return home.
E. Re-entry shock
F. Readjustment

Trifonovitch, G. "Culture Learning/Cullture Teaching," Educational Perspectives, 1977, Vol. XVI (4), pp. 18-22.

Re-entry and Effective Readjustment
Personal Reflections

It is possible that without formal structures to ensure that professional development activities take place, people returning from an international assignment may be less effective in their work than before their sojourn because of the effects of re-entry shock. Brislin et al. (1986) state that in some cases it may take more than two years to fully readjust to life in the home country. Without definite professional development goals and a college support system to assist people in re-adjusting to being home and working again in their community colleges, it seems likely that there would be longer periods of re-acclimatizing and becoming effectively functioning members of the college team. On the other hand, comprehensive, well-thought-out plans for the reintegration of sojourners should be to the benefit of both college and sojourners, bringing people back into the mainstream of activities and acknowledging their newly acquired professional skills and experiences will assist in making their transitions easier and their contributions to their colleges more significant.

The college, as well as the sojourner, will have changed during the time of the international assignment. During absence the person changes, living life in ways different from those of the people left behind. Both the individual and the social system she/he left are moving forward. However, they are moving forward along different paths. Efforts to reintegrate the sojourner should include a re-orientation to the college and possibly a period of time spent with a mentor or reference group so that the returning sojourner has someone with whom s/he can validate the experiences of re-entry shock, check assumptions held about the ways things are"supposed to be", and learn the ways in which the social system has changed during the time of the sojourn.

If colleges are to be able to justify their involvement in international education activities to their publics, then they must have evidence available of the benefits derived from such activities. Improved performance of faculty and administrators, through demonstration of new skills acquired during an international education experience, would be one way of validating the usefulness of international programs.

Brislin, R. Cross-cultural Encounters. New York: Pergamon Press, 1981

K.O'K
1989

RE-ENTRY ROLE PLAY

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George Brown College, Toronto

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Emerald City College of Applied Arts and Technology

Staff Meeting for Divisional Planning
Business Administration Programs
Spring Semester - 1989
April 18, 1:30 - 3:00 P.M.

AGENDA

1. Welcome

2. Introductions

3. Semester goals

4. Old business

5. New business
   - Office Assignments
   - Course Assignments
   - Committee Assignments

6. Other business

7. Adjournment

Distribution list:
- John Gogently, Chairperson
- Martha Strong, Coordinator
- Warren Wiseman, Faculty
- Barbara Bentley, Faculty
- George Axman, Faculty
- Arthur Hamilton, Faculty

K.O'K.
1989

The purpose of this meeting is to plan the office, teaching and committee assignments of the Business Administration faculty for the Spring Semester. There has been some upset in the division because Barbara Bentley has just returned from a two-year international assignment. There has been a 10% decline in enrollment of students for this semester meaning that some classes will have to be consolidated. Renovations are being done in the department which will mean office reassignment. Feelings among staff have been "tense" as territory is being threatened.

Two new courses are being offered this semester, one in small business enterprise and the other in developing entrepreneurial skills. There has been heated discussion in the faculty lounge about who should teach these courses since all the faculty members believe that they are qualified.

Instructions:
Your role is confidential. Do not share instructions with other members of the role play. Try to stick to your character's description and guidelines as closely as possible during the entire exercise.

K.O'K.
1989

John Gogently, Chairperson

Your personal style can best be described as mild. You speak softly, are uncomfortable with confrontation, and want everyone to be satisfied. In meetings such as this you have a tendency to focus on particular details rather than the overall picture because if you don't then your dean puts you on the spot by asking for details. Also, it is sometimes a way of circumventing the personal issues that come up at these meetings.

You have been chairperson of the department for one year. You hate conflict and view this meeting with a great deal of apprehension since you know that faculty members are angry about office reassignments and all want to teach the two new courses. You are afraid that Martha Strong, who has a forceful personality will escalate the problem because of her manner.

In addition, you do not know what to do with Barbara Bentley, who has just returned from a two-year international assignment. Since she is an unknown quantity to you, you would prefer to assign her to some well established course where you will have a chance to assess her abilities and not take any risks. From what you've seen she seems a bit emotional to you.

You hope that office reassignments will not create a problem but you know there are some strong personality conflicts, especially when it comes to George Axman.

You must also assign people to serve on the following committees:

Liaison with the business community
Curriculum development and review
General education liaison

Please meet your objectives of office, course, and committee assignments within one hour.

K.O'K.
1989

Martha Strong - Coordinator

You are an assertive woman, but do not see yourself as aggressive. You maintain high eye contact when talking with people and speak slowly, enunciating very clearly when you are annoyed. Today you are annoyed.

There has been a great deal of infighting in the department regarding what will happen in the spring semester. Problems stem from: the return of Barbara Bentley, the issue of office reassignments, and course assignments.

You want Barbara to teach the two new courses because they are in the field of her international experience. You also know that she is one of the best teachers in the department and will inspire students, find opportunities for them for practical experience, and that she needs a challenge to make her return to Emerald College interesting and worthwhile. You know that she feels adrift because so many changes have taken place since she was away and it will take a while for her to re-orient herself to the college. You are willing to spend the time helping her with that.

You view George Axman as a thorn in your side. He is always so negative and uncooperative in everything you ask him to do. You had several complaints about him from students in the last semester.

You like John Gogently as a person but find him ineffectual as a chairperson. He has difficulty being decisive and often does not give you the support that you need.

Your main objective in this meeting is to see that Barbara gets those new courses and is recognized for her new expertise based on her international assignment. You want to see her reintegrated into the team.

K.O'K.
1989

George Axman - Faculty

You know that you burned out as a teacher about 4 years ago. As far as you are concerned you are just putting in time until retirement. The only amusement you get from coming to work is putting down the show-offs who think they are such hot shot teachers and playing the devil's advocate in meetings.

You are particularly irritated with Barbara. She's done nothing but talk about her international experience since she returned a month ago. Who is she trying to impress? Besides, this is Emerald City College not some exotic resort on an island paradise. You are convinced that she really had it easy while she was away and now it should be her turn to bear some of the drudgery of boring classes and committees that don't accomplish anything. You think she is the perfect candidate for the curriculum review committee.

Your objectives in this meeting are to get a larger office with a window, to teach the new courses, and to serve on the Liaison with Business Community Committee. At least it would give you something new to counteract the boredom of this place.

K.O'K
1989'

Barbara Bentley - Faculty

You see yourself as outgoing and friendly. You know that you are a good teacher and have improved even more as a result of your international experience. You feel frustrated because you have been back in the college for a month and believe that your skills are not being used to the advantage of the college and the community. You are experiencing many of the symptoms of re-entry shock but knowing that doesn't make the the transition any easier. You miss the camaraderie and the high achievement orientation of your colleagues on your international assignment. You haven't been able to find a permanent place to live, and your life just seems to be in chaos. Things happened in the college in the past two years that you know nothing about, but you are expected to know it all.

Your main objectives in this meeting are to get the assignment to teach the new courses and to get a seat on one of the committees where you believe that you will be able to make a contribution to the community as well as to the college. Liaison with the Business Community seems like the best committee. You have great ideas about how you could get them involved in some international concerns.

K.O'K.
1989

Warren Wiseman - Faculty

You are known for your skills as a mediator. You try to get people to look at all the facets, advantages and disadvantages, of options available. Although John Gogently is the chairperson and will chair this meeting you know that if anything is to be accomplished you will have to act as the informal chairperson of the meeting.

You try to remain detached from the petty bickering and politicking that has been going on in the department but it is becoming increasingly difficult. You recognize that Barbara Bentley is having a difficult time adjusting to being back in the college. You realize that she is a very talented teacher and has a great deal to offer the department but you also believe that Arthur Hamilton could probably do as good a job in teaching those new courses as Barbara. In fact, you'd really like to have the opportunity to teach them yourself.

Your main personal goal in this meeting is to ensure that you don't end up in an office with George Axman. You find his pessimism tiring and obstructive to trying to get your work done. You'd be willing to concede a point or two if you could win that battle.

Arthur Hamilton - Faculty

You are well-liked by the students, outgoing and witty, although your wit often turns to sarcasm with people like George. You believe that a tempest is brewing in a teapot about who will teach these new courses and you want to come out the winner on that count. You ran a small business of your own 15 years ago, so you could really give students the inside story.

As far as the offices are concerned, you don't care where you are as long as it is away from George Axman.

You like Barbara but think she has been overly dramatic about things since she got back from her international assignment and that she over reacts to the most innocuous comments. What she needs is some time to settle back into the old routine so she really shouldn't be given any new courses to teach. She should also agree to share an office with George since she hasn't had to put up with him for the last two years.

K.O'K
1989

SOME ACTIVITIES WHICH MAY MAXIMIZE THE VALUE OF AN INTERNATIONAL DEVELOPMENT EXPERIENCE

Before Going Overseas

Discussion of re-entry prior to going overseas, probably within the orientation program.

Preparation of a re-entry plan, including objectives and proposed activities for implementation on return. The preparation of the plan should be done co-jointly with the cooperant and College administration.

Establishment of communication networks prior to going overseas - personal, departmental, institutional and professional.

Feature articles on the overseas assignment in College, professional and community newsletters and papers.

While Overseas

The cooperant should maintain the established communication networks through letters, pictures, information about project progress and, where relevant, overseas newspaper clippings about the project etc.

The College should maintain the established communication networks through letters from faculty and administration, by providing College newsletters and relevant job postings.

Review of re-entry plan towards the end of the assignment.

Consideration of a new assignment for the returnee to a position which will take advantage of the overseas assignment.

On Return

Review re-entry plan.

Allow time for the re-entry process

Presentations to and discussions with department personnel, College staff, professional colleagues at meeetings, other community members in church organizations, services clubs and other groups.

Publish articles on the experience in College newsletters, professional publications and community newspapers.

Contribute to curriculum development activities and the development of teaching/learning materials aimed at internationalizing the curriculum.

Sit on committees which address international development issues.

Provide institutional support to returnees during the whole re-entry process.

COMING BACK HOME

Preparing for Re-entry

Goals

Objective	Activities	Institutional Support Required	Criteria for Success
Personal			
Professional			
Institutional			
Community			

K.O'K
1989

Selected Annotated Bibliography

For Whose Benefit? Report of the Standing Committee on External Affairs and International Trade on Canada's Official Development Assistance Policies and Programs, Canada, House of Commons, May, 1987.

This report foreshadows the official CIDA statement elaborated in Sharing for the Future.

"Common Unexpected Situations and Special Concerns," Cross-cultural Re-entry: Book of Readings , edited by C. Austen, Abilene, Texas: Abilene Christian University, 1986, pp. 239-50.

This article lists some of the most commonly occurring situations on returning home and identifies common responses and reactions. Suggestions are made for handling these situations.

Austen, C. "Re-entry Stress: The Pain of Coming Home," Cross-cultural Re-entry: Book of Reading, edited by C. Austen, 1986, pp. 123-31.

This article focuses on returning missionaries; however, the author sees that the areas of impact could be generalized to returnees from other overseas programs. Austin also outlines a number of steps which may be taken to minimize re-entry stress. Two themes come through in this article: time is required for the adjustment process and support is helpful during re-entry.

Bennett, J. "Transition Shock: Putting Culture Shock in Perspective," International and Intercultural Communication Annual, Vol. IV, December, 1977, pp. 45-52.

Culture shock is a set of emotional reactions, tensions and anxieties, when faced with the many unknowns of a new cultural situation. A returnee may experience a similar set of symptoms on his/her return to his/her own country. Culture shock is an opportunity for growth.

Brislin, R.W.and Pedersen. Cross-cultural Orientation Programs. New York: Gardner Press, 1976.

Living abroad changes people and on return a major readjustment is required. This book describes some reactions to the shock of new cultures and factors which affect adjustment. The return to one's own country requires active interventions to support the returnee.

Burn, B. Expanding the International Dimension of Higher Education. San Francisco: Jossey-Bass Publishers, 1980.

Although this book was published almost a decade ago, its message is even more applicable today than at its time of publication. "Americans (and we can add Canadians) must achieve a better understanding of the cultures and values of other peoples and possibly learn from them how to find more effective solutions." p.14. The contents include Global Education Concerns of Higher Education for the 1990's and Beyond, International Education in Perspective, Recent Social and Educational Changes, International Education at the Undergraduate Level, Foreign Language Study, International Student Exchanges, International Faculty Exchanges, the Role of American Universities in Development Assistance, Advanced Training and Research: Background and Current Situation, Advanced Training & Research: Needs and Future Directions, Organization for International Education.

Canadian Bureau of International Education. Returning Home, prepared by Marvin J. Westwood, Department of Counselling Psychology, University of British Columbia, 1984.

This booklet is designed to assist those who wish to conduct a program for international students before they return to their home countries. The book documents common problems associated with returning home and instructions on how to set up and conduct a program for people in transition between cultures.

Canadian International Development Agency. Sharing Our Future. Hull, P.Q.: Canadian International Development Agency, 1987.

In this latter part of the 80's decade, the federal government conducted an extensive consultation, review and reflection on the various elements and components of Canada's foreign policy in general and aid policy in particular.

Canada's Official Development Plan is based on four pillars:

1. The primary purpose of our development effort is to help the world's poorest countries and people.
2. Canada's aid policies must strengthen the human and institutional capacity of developing countries.
3. In setting objectives for development assistance, development priorities must prevail.
4. We must strengthen the links between Canadian citizens and institutions and those in the Third World.

These principles and program and project priorities, such as the alleviation of poverty, consideration of human impact of structural adjustment policies, emphasizing the role of women in development, fostering environmentally sound and ecologically sustainable programming, striving for food security and emphasizing energy availability - all foreshadow critical development issues.

Fontaine, G. "Roles of Social Support Systems in Overseas Relocation: Implications for Intercultural Training," International Journal of Intercultural Relations, Vol. X, #3 (1986), pp. 361-78.

This article reports that a positive support system mitigates against the negative aspects of culture shock. The author cites Bockner and Brislin who both report that people who successfully establish themselves overseas often experience more re-entry shock.

Freedman, Art. "A Strategy for Managing Cultural Transitions," Cross-Cultural Re-entry: Book of Readings, edited by Clyde N. Austin, 1986, pp. 19-27.

The author argues that we constantly are making cultural transitions. The transitions required during and after an overseas assignment are greater. The main thesis is that the returnee must negotiate with the expectations of family, friends and colleagues in terms of behaviour. The returnee will experience ups and downs in terms of comfort, satisfaction and effectiveness. The author labels this phenomenon as the W-Curve hypothesis model.

Guither, H.D. and Thompson, W.N. "Return, Readjustment and Reminiscence," Cross-cultural Reentry: A Book of Readings, edited Clyde N. Austen, 1986, pp. 207-18.

Adjustment to return is described in this article. Of particular value, is the discussion of adjustment to work back home.

Hall, P.H. and Gudy Kunst, W.B. "The Relationship of Perceived Ethnocentrism in Corporate Cultures to the Selection, Training and Success of International Employees," International Journal of International Relations, Vol. XIII, #2, 1989, pp. 183-201.

U.S. businesses that use rigorous selection criteria in choosing employees to be sent abroad and then provide intercultural training for those employees are significantly more successful abroad. The reported study shows that companies which are less ethnocentric provide more effective training. Training components address cultural awareness and personal flexibility, re-entry preparation, cultural and environmental orientation, on-site orientation and language.

Jenkins, H.M. and Associates. Educating Students from Other Nations. San Francisco: Jossey-Bass Inc., Publishers, 1983.

This book focuses primarily on the education of overseas students in the United States. A chapter titled, "Cross-cultural Activities: Maximizing the Benefits of Educational Interchange" addresses the fact that experiences of people who have had overseas experiences may enrich the collegiate activity in a variety of ways.

Koehler, Nancy. "Re-entry Shock," Cross-Cultural Re-entry: Books of Re-entry, edited by Clyde N. Austen, 1986, pp. 89-94.

This article was stimulated by a personal experience of a U.S. navy wife who experienced euphoria and depression on return from an overseas assignment. "When one moves from the U.S. to a foreign country.....at least a certain amount of cultural shock should be expected, tolerated and understood. When returning home from an overseas assignment, however, one finds that re-entry shock is totally unexpected and is, therefore, difficult to tolerate or understand". The emphasis is on the value of understanding the phenomenon, the need for support and patience.

Smyth, C. International Education: Challenges & Response for Grant MacEwan Community College, Final Report, International Education Project, May, 1986.

This document explores how one Canadian community college might respond to the challenge of international education. This document is a report which addresses two questions: what should the role of the College be and what knowledge and skills will be required by the college community (student and staff) in order to adapt, contribute and benefit from the realities of global interdependence. To introduce the study the author states that international education is a trend of the 80's, defines international education, elaborates on the rationales for international education and documents types of international education. The document concludes with an exploration of various models for international education and recommends an approach for the College. An extensive bibliography is provided.

Stewart, E.C. "The Survival Stage of Intercultural Communication," International and Intercultural Communications Annual, Vol IV (December, 1977) pp. 17-31.

The author describes stages of adjustment during re-entry. Linkages with past and future mitigate against re-entry shock. Training tends to focus on dissatisfiers, rather than satisfiers even though Herzberg clearly reports that the absence of dissatifiers does not lead to satisfaction.

Werkman, S.L. "Coming Home: Adjustment of Americans to the United States after Living Abroad," Cross-Cultural Re-entry: Book of Readings, edited by Clyde N. Austen, 1986, p.5-17.

"The task of readapting to the United States after living overseas is, for many, the most difficult hurdle in the international cycle." p.5. This article emphasizes that an assignment overseas has a cycle of adjustments, including returning. Traditionally emphasis has been placed on going overseas. The author describes common problems which occur on return and outlines some recommendations for successful re-entry.

Williams et al. Discussion Paper: Post-Secondary International Education in British Columbia. Victoria, B.C.: Ministry of Advanced Education and Job Training, 1988.

This report highlights a number of development issues and suggests possible directions on international education. The issues were categorized as follows:

1. Purpose
   - what is international education?
   - why are we in international education? (economic, educational and developmental)

2. Co-ordination
   - federal & provincial Ministries)
   - national member organizations) —— all have interests in international
   - variety of institutions and agencies) education

3. Funding
   - if we believe in international education, how should it be funded?

4. Marketing
   - co-ordination is crucial and demands a highly professional approach.

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